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ABSTRACT

An evaluation study of the Child Development Center (CDC) for kindergarten children in Ypsilanti, Michigan, was authorized by the school board for the 1983-84 school year. All kindergarten and first grade teachers were interviewed in their schools. One hundred parents of kindergarten children and 100 parents of first grade students also were interviewed. Care was taken to reassure teachers that their judgments concerning the CDC would be communicated in the final report and that they would remain anonymous. Interview forms for teachers and parents were developed. Teachers and parents were asked to evaluate both the concept of placing all kindergarten classes in a single building and the implementation of the concept at the CDC in Perry School. Additionally, a search of the educational literature was made to ascertain whether educators from school districts other than Ypsilanti had reported on efforts and activities to place all kindergarten classes within a single school building. No cases comparable to the Ypsilanti CDC were found. Copies of the evaluation plan, interview instruments, and summaries of the teachers' and parents' responses are provided. Findings suggest that the CDC concept as implemented in the Ypsilanti School District should be retained. (RH)

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THE PERRY CHILD DEVELOPMENT CENTER IN THE YPSILANTI, MICHIGAN SCHOOL DISTRICT: AN EVALUATION OF A KINDERGARTEN CLUSTER PROGRAM

A Paper Delivered at the Annual Meeting
of the American Educational Research Association
Chicago, Illinois
April, 1985

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THE PERRY CHILD DEVELOPMENT CENTER IN THE YPSILANTI, MICHIGAN SCHOOL DISTRICT:
AN EVALUATION OF A KINDERGARTEN CLUSTER PROGRAM

I. Historical Background

In January 1976, the Ypsilanti School Board, pursuant to its policies, charged the Elementary School Enrollment Study Task Force with the responsibility to align attendance areas in elementary schools to promote multi-ethnic/multi-racial integration and to correct existing population imbalances.

After an appropriate period of study the Task Force recommended to transform Perry Elementary School, at the time a K-6 building with a predominately black enrollment, into a "Child Development Center". Under this plan all Ypsilanti children would attend Perry School for their kindergarten year. Children in grades 1-6 would attend their neighborhood schools with the Perry grades 1-6 children reassigned to other elementary schools.

Implementation of the "Child Development Center" concept was expected to accrue a number of advantages:

1. The clustering of kindergarten resources and expertise would provide a concentrated effort in child development at a very critical age.
2. Kindergarten teachers could share ideas, team teach, and together develop the total program to an extent that would not be possible in a traditional setting.
3. The plan would increase the probability of staff and parent interaction.
4. The plan would permit more realistic assessment criteria for children and permit easy transfer of children from one teacher to another.
5. The plan would respond to the community's need for early intervention.

The Task Force also expected that the CDC would prove to have disadvantages:

1. Problems of transportation of the kindergarten children to and from the CDC - cost, finances.

2. Since the CDC would be a novel program, additional expenses could be expected.

3. Parents will object to the transportation of their kindergarten children.

Since the implementation of the CDC program at Perry School, a number of evaluation efforts have been undertaken. As required for participation in the ESEA Title VII Desegregation Program, the CDC and the elementary school programs were evaluated for a number of years. However, the CDC was not assessed against its goals. Furthermore, the focus of the evaluation was on attitudes toward desegregation and examination of test scores from children in compensatory education (grades K-8). Finally, Title VII funding was terminated in 1981 and no systematic evaluation has taken place in regard to CDC since then.

Thus, a growing concern developed in the minds of board members, administrators, teachers and parents that a focused study of the CDC concept and its implementation at Perry School was necessary. This concern resulted in school board action to authorize such an evaluation study to be conducted during the 1983-84 school year. The action of the board assumed that the administration would select an outside consultant to lead the study and that he/she would work with an Advisory Committee that would be representative of important stakeholders - administrators, teachers, parents and community people. Finally, the administration was asked to provide school district support to facilitate the accomplishment of the evaluation, plan, design, instruments, procedures and report.

II. Development of the Evaluation Plan, Design and Interview Instruments

The evaluation study of the Child Development Center had two principal ingredients, (1) an Evaluation Plan that integrated the study purposes with the information needs and sources and set time limits for the various evaluation tasks (see Appendix A) and, (2) the Teacher and Parent Interview Instruments (see Appendix B).

The evaluation plan proposed that the study of the Child Development Center be conceived as a multi-phase process. The first phase began in December, 1983 and continued through March, 1984. The purposes of phase I were to:

A. investigate by means of a search of the educational literature, whether educators from school districts other than Ypsilanti, Michigan had reported on efforts and activities to place all kindergarten classes within a single school building. If so, a second concern of the literature search would be to learn whether these districts believed the concept was working successfully in their districts.

B. evaluate, by means of structured interviews with teachers and parents of kindergarten and first grade children, whether these vital program stakeholders believed:

   1. that the concept of placing all kindergarten classes in a single school building was "good, worthy and meritorious" and,

   2. that the implementation at Perry School was effective and successful in reaching the goals set for it and meeting the needs of the children enrolled in its classes.

When the information obtained by means of the literature search and the interviews was analyzed, the investigation would lead to one of three conclusions: (1) that substantial and serious reservations exist as reported in the literature or in the minds of teachers and parents and the reservations warrant additional evaluation (including the examination of students' test scores) to determine if the CDC should be discontinued, (2) that although reservations exist they are largely outweighed by support for the CDC concept and its implementation at Perry School and thus, the program should be continued and a school improvement process initiated to respond to the reservations surfaced

through the study, (3) that the CDC program has wide and broad support. Consequently, the program should be continued without further study and changes.

Two meetings were held in December, 1983 with an Advisory Committee consisting of school district administrators, kindergarten and first grade teachers, parents and community representatives. The purpose of the meetings was to gain consensus to proceed with the evaluation plan and design and specifically to authorize the process of interviewing teachers and parents. The concept of the multi-phase evaluation plan was approved by the Advisory Committee with relative dispatch and with little controversy. The evaluation design also was approved quickly. However, not surprisingly, the discussion of the interview instruments was lively, open and lengthy. A number of changes in the instruments were suggested by members of the Advisory Committee. These changes were discussed and resulted in revisions of a number of the interview items that had been brought to the Committee for its consideration.

III. Presentation of Study Results

A. Searching for the Ideal Grade Level/Grouping Pattern for School Organization

The search for the ideal way to group grade levels together in a school building has been an American dream since the 1840's. Prior to that date schools almost exclusively were ungraded--with children of all ages attending class together in a tiny, often one-room schoolhouse. Age grading was first noted in the Boston Quincy Grammar School in 1848. From then to now, age grading has become a general practice under the belief that subject matter is learned best when it is logically organized into bundles and taught by teachers especially trained and experienced in working with children of a particular age. The prevailing pattern of age grouping during the latter half of the 19th century was the eight year elementary school followed by the four year high school. During the 20th century, the junior high/middle school was added to create the familiar 6-2-4 or 6-3-3 school organization. The National Education Association Research Division published the following breakdown of school/grade patterns in 1979.

SCHOOL/GRADE PATTERN	PERCENT OF STUDENTS WITH 3,000 OR MORE STUDENTS USING THE PATTERN
6-3-3	37%
6-2-4	21%
5-3-4	12%
8-4	10%
6-6	4%
7-5	2%
4-4-4	1%
All Others	13%

No studies have definitively established the inherent "worth or merit" of one type of school organization pattern over another. Each type has its share of advocates; each has its critics. The question of school size and grade organization was exhaustively reviewed by Fritz Hess and his colleagues in "Issues in Education: A Documented Look at Seven Current Topics.[1] Moreover, a recent examination of school organization types concludes with the suggestion that "school districts [should] select the format that best fits with local facility and curricular configurations."[2] Interestingly, buried in the "All Others" category in the previously cited NEA study are a small number of "primary school units". These units may be housed in their own facility or they may be relatively autonomous units housed within a large school building. The most common primary unit organizational pattern is K-3, although the K-2 pattern is gaining favor among educators, especially when a pre-school component is attached. In the literature search completed for the CDC evaluation, a study of school organizational patterns by the Spencerport Central Schools (N.Y.) was discovered.[3] The report listed "Advantages" and "Disadvantages" for an elementary school pattern of K-3 and 4-6. As the study findings have relevance to the CDC evaluation, the advantages and disadvantages are listed below:

ADVANTAGES	DISADVANTAGES
1. There is a larger pool of same age group to facilitate grouping.	1. Emphasizes curricular differences between grades 3 and 4.
2. Provides for greater specialization for teachers and administrators.	2. Role modeling by older children is eliminated.
3. Minimizes spread of negative feelings from older children to younger children.	3. Eliminates the opportunity for cross level grouping between grades 3 and 4.

ADVANTAGES (con't.)

4. School change is encouraged.

5. Permits more efficient staffing ratios because of larger pool of students at each grade level.

DISADVANTAGES (con't.)

4. Increases articulation, transition and coordination problems.

5. Diminishes the opportunity for siblings and friends in neighborhood to ride and walk to school together.

6. Increases transportation costs.

7. Looses neighborhood schools.

Although other examples of primary unit schools were located in the literature, no other examples of kindergarten clusters in a single building were located that would be comparable to what exists at the Perry Child Development Center. However, the Paterson, New Jersey School District reported a successful Early Childhood Education Center housed in its Dale Avenue School. The report included a claim that the Dale Avenue School had "developed a fine reputation and members of the general population of Paterson want their children to attend the school... It is also possible that the physical appearance of the school plays a role in the [positive] kindergarten and pre-kindergarten results. Children may well take special pride in and enjoy working in the peaceful, cheerful atmosphere of the school."[4]

The San Diego, California School District published a guide to "Planning a Multigrade Kindergarten-One Program of Instruction".[5] Areas covered in the guide include the philosophy and goals of the program, selecting pupils, grouping patterns, curriculum content and materials as well as incorporating parents, volunteers and paraprofessionals into classroom activities. Finally, in the extensive number of reports assessing American education published within the last two years, one report devoted a considerable amount of attention to issues, concerns and models of early childhood education. John Goodlad, in his book, A Place Called School, suggests that schools be organized

to include a separate "primary school unit" encompassing pre-school through age seven classes. He justifies such a pattern by observing that:

> The perspective and practices of nursery school and kindergarten teachers are more child-oriented and less subject-oriented than those of primary teachers. Organizationally, public school kindergarten classes often are separated from the typically grade structure of elementary schools. In the eyes of many people, 'real school' begins with the first grade. There are few if any adaptations in the first grade for boys and girls with nursery school and kindergarten experiences as differentiated from those without. The transitions from nursery school to kindergarten and to the first grade are bumpy for those enrolled throughout. Some children enter the first grade directly from home, without any association with preschools, and this can prove an even bumpier transition.[6]

The Ypsilanti Child Development Center concept and the concept of the primary school unit demonstrate a commitment to the educational development of the "young child". However, they respond to different needs. The primary school unit has, as its motivation, a desire to smooth the transition between the kindergarten year and the first grade. Whereas, the CDC is an attempt to smooth the transition between home and school.

The literature search and the information it provided is a prophetic introduction to the next section of the CDC report which presents the results of the interviews conducted in December, 1983 and January, 1984, with Ypsilanti kindergarten and first grade teachers and a sample of parents of kindergarten and first grade children. One purpose of the interviews was to evaluate the concept of placing all kindergarten classes in a single building. A second purpose of the interviews was to determine whether the implementation of the concept at Perry School was successful at least in the eyes and minds of the teachers and parents who have the interest, the opportunity to assess, and the greatest stake in its continuance or discontinuance.

B. Presentation of Teacher Interview Data

All kindergarten and first grade teachers were interviewed in their schools. Care was taken to reassure them that their judgements concerning the CDC would be communicated in the final report and that they would remain anonymous. All interviews were conducted in a location that ensured privacy.

Two interview forms were developed. The first was used to interview kindergarten teachers; the second was used to interview first grade teachers. Copies of the instruments together with summaries of the teachers' responses follow immediately.

KINDERGARTEN TEACHER INTERVIEW SUMMARY

1. Do you believe that the placement of all kindergarten classes in one building has advantages for the children?

YES - 17 NO - 0

2. If so, what are they?

Kindergarten children are free from competition and hassles with older children - 11

Children have a good feeling about themselves and school as the environment is centered on five year olds - 4

Teachers can share ideas, resources, equipment and materials - 12

Special programs appropriate for kindergarten can be arranged for viewing - 6

A psychomotor program is provided - 6

There is opportunity to equalize size of classes - 7

More efficient use of support services promotes early identification of problems - 8

Atmosphere is safe, secure and comfortable - 8

3. Do you believe that it has disadvantages?

YES - 14 NO - 3

4. If so, what are they?

Busing causes problems - some late, some early - 11

Children must adjust to a new school in first grade - 3

Room size is inadequate - 7

Building is in poor physical condition and is poorly maintained -7

More effective leadership is needed - 8

5. How well does the Child Development Center at Perry School achieve its goals?

Exceeds expectations - 3
Meets expectations - 13
Fails to meet expectations - 1

6. How well does the CDC meet the social development needs of the children?

Exceeds expectations - 6
Meets expectations - 6
Fails to meet expectations - 0

7. How well does the CDC meet the academic development needs of the children?

Exceeds expectations - 4
Meets expectations - 12
Fails to meet expectations - 1

8. How well does the CDC meet the emotional development needs of the children?

Exceeds expectations - 9
Meets expectations - 7
Fails to meet expectations - 1

9. How well does the CDC meet the physical development needs of the children? Consider both fine and gross motor skills.

Exceeds expectations - 16
Meets expectations - 1
Fails to meet expectations - 0

10. How successfully does the CDC instructional program articulate with the first grade program?

Very successfully - 3
Successfully - 11
Not very successfully - 3
Not successfully - 0

11. Please explain!

There is a need for more communication with first grade teachers-14

12. Is there anything else you wish included in the report about the CDC? (concerns, suggestions)

There is a need for a transitional room - all day - 6
CDC should be continued - 9
Cross age tutoring is needed - 3
More aides and assistants are needed - 5
Parenting classes are needed - 4
A pre-school class should be added - 5

FIRST GRADE TEACHER INTERVIEW SUMMARY

1. Do you believe that the placement of all kindergarten classes in one building has advantages for the children?

   YES - 22 NO - 1

2. If so, what are they?

   Kindergarten children are free from competition and hassles with older children - 11

   Children have a good feeling about themselves and school - 6

   Teachers can share ideas, resources, equipment and materials - 11

   Special programs appropriate for kindergarten can be arranged for viewing - 4

3. Do you believe that it has disadvantages?

   YES - 22 NO - 1

4. If so, what are they?

   Busing causes problems - 7
   There are no older children present to serve as role models - 8
   Communication with first grade teachers is difficult - 7
   Children must adjust to a new school in first grade - 4

5. How well does the Child Development Center at Perry School achieve its goals?

   Exceeds expectations - 1
   Meets expectations - 19
   Fails to meet expectations - 3

6. How well does the CDC meet the social development needs of the children?

   Exceeds expectations - 2
   Meets expectations - 21
   Fails to meet expectations - 0

7. How well does the CDC meet the academic development needs of the children?

   Exceeds expectations - 2
   Meets expectations - 14
   Fails to meet expectations - 7

8. How well does the CDC meet the emotional development needs of the children?

   Exceeds expectations - 2
   Meets expectations - 19
   Fails to meet expectations - 2

9. How well does the CDC meet the physical development needs of the children? Consider both fine and gross motor skills.

   Exceeds expectations - 4
   Meets expectations - 19
   Fails to meet expectations - 0

10. How successfully does the CDC instructional program articulate with the first grade program?

    Very successfully - 5
    Successfully - 13
    Not very successfully - 5
    Not successfully - 0

11. Please explain!

    Goals are inconsistent - 6
    Some teachers don't use readiness materials - 7
    Some teachers don't teach alphabet, numbers, sounds, etc. - 6
    Some children know alphabet numbers, etc. - 4
    They don't have communication with first grade - 6
    Children feel positive about Perry - 3

12. Is there anything else you wish included in the report about the CDC? (concerns, suggestions)

    Classes are too large - 4
    There is a need for a transitional room - all day - 8
    The psychomotor program is important - 3
    The problems are immaturity of children and difficulties in retaining them - not with concept of CDC - 3
    Records are uneven - 4
    Communication with Perry is needed - 4
    CDC should be continued - 5

C. Presentation of Parent Interview Data

The interviews with parents of kindergarten and first grade children required more preparation than did those with the teachers. Since there were over 500 potential interviewees in each group, a sampling plan was necessary. The evaluation design proposed interviews with a 20% sample or 100 parents in each group. The decision as to which particular parents were interviewed was based on the following factors:

1. There would be an equal number of interviews with parents of children from each kindergarten and first grade classroom, thus ensuring that the influence of the teacher would be equally represented.

2. There would be a percentage of interviews from each residence neighborhood consistent with the percentage of school age children in the kindergarten and first grade who live in each elementary school neighborhood. The percentages selected were as follows:

	CDC Sample	First Grade Sample
Adams	21%	19%
Ardis	12%	16%
Chapelle	15%	13%
Erickson	12%	14%
Estabrook	10%	10%
Fletcher	12%	13%
George	18%	15%

3. The percentage of interviews of parents of boys and girls would be representative of the percentage of the sexes in the kindergarten and first grade classrooms.

4. The percentage of interviews of parents of different ethnic and racial groups would be representative of the school district's pattern as shown in the 1983-84 "Fourth Friday Pupil Enrollment Report". Thus, the following percentages were used:

Black	36%
Hispanic, Amer. Ind., Asian	2%
White	62%

5. The percentage of parents selected for personal interviews would be consistent with the percentage of parents of kindergarten and first grade children who did not report telephone numbers to the school district office. Consequently, 15% of the 100 interviews at each grade level were conducted in person. The parents chosen for in-person interviews came from the list of parents who had not reported telephone numbers to the school district.

6. After each of the five previously described factors were taken into consideration, the particular parents chosen for interviews were determined through the use of the random table of numbers and technically approved randomization procedures.

The interview forms which follow display the compiled results of the interviews with parents of kindergarten and first grade children. As with the teacher interviews, the parents were asked to evaluate both the concept of placing all kindergarten classes in a single building and its implementation at the Child Development Center at Perry.*

*Appreciation is noted to the five graduate assistants in the Teacher Education Department at Eastern Michigan University who conducted the in-person and telephone interviews with parents. They are: Martha McKee, Bud Rose, Melissa Smith, Sue Terry, and Debby Young.

PARENT OF KINDERGARTEN CHILD INTERVIEW SUMMARY

1. Do you believe that the placement of all kindergarten classes in one building has advantages for the children?

YES - 86 NO - 9 UNCERTAIN - 5

2. If so, what are they?

Kindergarten children are free from competition and bullying from older children - 27

Children are with others at their same chronological and developmental age, thus enhancing programming, learning and social interaction - 30
- -everything is made to size
- -children learn from peers
- -gets children off to a good start

Improves teaching - 8
- -wider choice of teachers
- -good teachers
- -provision for special help
- -teachers have more time to individualize instruction

3. Do you believe that it has disadvantages?

YES - 32 NO - 63 UNCERTAIN - 5

4. If so, what are they?

Busing causes problems - 18
- -children ought to walk to school
- -children are too young to ride bus
- -classmates do not live in neighborhood for after school play

Location and facilities leave something to be desired - 14
- -school not guarded well
- -overcrowded school
- -unsafe neighborhood
- -poor condition of facility

There are no opportunities to interact with older children - 13
- -can't walk to school with older brothers and sisters
- -older role models are not available

5. How well does the Child Development Center at Perry School achieve its goals?

Exceeds expectations - 13
Meets expectations - 78
Fails to meet expectations - 6

6. How well (does/did) the CDC meet your child's social development needs?

   Exceeds expectations - 11
   Meets expectations 84
   Fails to meet expectations - 3

7. How well (does/did) the CDC meet your child's academic development needs? (specifically in math and reading)

   Exceeds expectations - 7
   Meets expectations - 69
   Fails to meet expectations - 16

8. How well (does/did) the CDC meet your child's emotional development needs?

   Exceeds expectations - 17
   Meets expectations - 77
   Fails to meet expectations - 4

9. How well (does/did) the CDC help your child to develop fine motor skills? (ability to use crayons, scissors and pencils for coloring, cutting and printing)

   Exceeds expectations - 18
   Meets expectations - 75
   Fails to meet expectations - 4

10. How well (does/did) the CDC help your child to develop gross motor skills? (ability to jump, hop and maintain balance and move in a coordinated manner)

    Exceeds expectations - 15
    Meets expectations - 81
    Fails to meet expectations - 3

11. Is there anything else you wish to have me include in the report about the Child Development Center?

Positive	Negative
Pleased with child's education - 5	Need more communication with parents - 6
Teachers care about all children - 4	Too little individual attention - 3 (need more provision for fast learners)
Good transition from home to school - 3	

PARENT OF FIRST GRADE CHILD INTERVIEW SUMMARY

1. Do you believe that the placement of all kindergarten classes in one building has advantages for the children?

   YES - 87 NO - 10 UNCERTAIN - 3

2. If so, what are they?

   Kindergarten children are free from competition and bullying from older children - 19
   Children are with others at their same chronological and developmental age - 11
   Integration is enhanced - 5

3. Do you believe that it has disadvantages?

   YES - 47 NO - 51 UNCERTAIN - 2

4. If so, what are they?

   Busing causes problems - 11 (lateness, poor bus drivers, no seat belts)
   Children must adjust to a new school in first grade - 4
   Neighborhood is unsafe - 4
   Advanced youngsters are not challenged - 3

5. How well does the Child Development Center at Perry School achieve its goals?

   Exceeds expectations - 20
   Meets expectations - 70
   Fails to meet expectations - 8

6. How well (does/did) the CDC meet your child's social development needs?

   Exceeds expectations - 35
   Meets expectations - 61
   Fails to meet expectations - 3

7. How well (does/did) the CDC meet your child's academic development needs? (specifically in math and reading)

   Exceeds expectations - 26
   Meets expectations - 61
   Fails to meet expectations - 12

8. How well (does/did) the CDC meet your child's emotional development needs?

   Exceeds expectations - 23
   Meets expectations - 68
   Fails to meet expectations - 7

9. How well (does/did) the CDC help your child develop fine motor skills? (ability to use crayons, scissors and pencils for coloring, cutting and printing)

   Exceeds expectations - 47
   Meets expectations - 52
   Fails to meet expectations - 1

10. How well (does/did) the CDC help your child to develop gross motor skills? (ability to jump, hop and maintain balance and move in a coordinated manner)

    Exceeds expectations - 29
    Meets expectations - 68
    Fails to meet expectations - 3

11. Is there anything else you wish to have me include in the report about the Child Development Center?

Positive	Negative
Good program - 20	Need improved academic standards - 7
Teachers care about children - 14	Would like to see more discipline - 6
	Need communication with parents on progress of child - 3

IV. Study Conclusions

1. No comparable examples of the Ypsilanti Child Development Center were discovered in the present educational literature. However, there are a number of examples of preschool/kindergarten and primary school units reported in the literature. Where they were found, the districts that implemented these plans were satisfied with them. It appears that whether a kindergarten cluster is developed or the kindergarten classes are included in a primary school unit plan the advantages and disadvantages are similiar. There are a sufficient number of advantages and disadvantages present in any of the school organization plans to conclude that the plan adopted by a school district ought to be based on the particular characteristics and conditions that are most persuasive in and for that school district.

2. No appreciable differences were discovered in the judgements about the Child Development Center between kindergarten and first grade teachers. Teachers at both grade levels were supportive of the concept of placing all kindergarten classes in a single building as evidenced by the nine (9) kindergarten teachers and five (5) first grade teachers who volunteered, with no prompting from the interviewer, the judgement that the CDC should be continued. Furthermore, both kindergarten and first grade teachers believed that the concept is being implemented successfully at the CDC as evidenced by the fact that sixteen (16) of seventeen (17) kindergarten teachers and twenty (20) of twenty-three (23) first grade teachers concluded that the "CDC meets or exceeds their expectations in achieving the goals established for the CDC".

3. No appreciable differences were discovered in the judgements about the Child Development Center between the parents of kindergarten and first grade children. Parents of children at both grade levels were supportive of the concept of placing all kindergarten classes in the same building as evidenced by the ninety-one (91) parents of kindergarten children and the ninety (90) parents of first grade children who concluded that the "CDC meets or exceeds their expectations in achieving the goals established for the CDC".

4. In regard to the particular goal areas, the teachers at both grade levels were most satisfied with the CDC in the area of psychomotor development, followed closely by social and emotional development. Although still eliciting satisfaction, the teachers reported significantly less satisfaction with the CDC in the area of academic development. This conclusion is most apparent when one considers that seven (7) of the first grade teachers concluded that the CDC "failed to meet their expectations in the area of childrens' academic development".

5. In regard to the particular goal areas, the parents of kindergarten and first grade children were most satisfied with the CDC in the areas of psychomotor, social and emotional development. As with the teachers, the area of academic development goal achievement elicited less satisfaction.

6. Although both teachers and parents who were interviewed were satisfied with the concept and the reality of the CDC, there were particular characteristics of the CDC mentioned for praise and criticism. Teachers and parents praised the fact that the school is designed especially for the young child with the attendant advantages of freedom from harassment from other children, special programs for the kindergarten children, the provision for support services available at one location, improvement of teaching and learning, the high quality of the teachers, and the psychomotor program which might not be possible at a typical elementary school. The psychomotor program features a separate "psychomotor" room with a fulltime teacher. The program functions in much the same way as an art room or gym where classes take turns going for a scheduled period of time. The group is under the direction of the teacher responsible for that segment of the curriculum while in the psychomotor room. The uniqueness of that portion of the program may have contributed to the high degree of satisfaction with goal achievement in the psychomotor area.

   The primary concerns of the respondents were the lack of older children to serve as role models for the kindergarten children and the lack of formal and regular communication between kindergarten and the other teachers in the district, particularly with first grade teachers. The communication problem was viewed as resulting in an articulation problem between the CDC and the elementary school program in the various buildings. Other areas of concern were the level of academic performance at the CDC, transition problems in respect to individual children moving from home to the separate kindergarten building and from that kindergarten setting to their first grade schools and classrooms, concerns over the busing of the kindergarten children and over the poor condition of the aging Perry Child Development Center building.

7. Although criticism of the Perry physical plant, of communication and articulation breakdowns between kindergarten and first grade programs and teachers and of the academic program at the CDC represent a considerable force of opinion, it is greatly outweighed by the force of positive judgements about the CDC. However, a process of school improvement should be instituted to respond to the criticisms surfaced in this study.

   In conclusion, the Child Development Center concept as implemented in the Ypsilanti School District should be retained. It is not only an innovative response to an educational need, it is also supported by the teachers and parents who have the greatest interest and stake in its success.

V. References

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6. John I. Goodlad, A Place Called School (New York: McGraw Hill, 1983) pp. 326-327.

Appendix A

Ypsilanti Schools Evaluation Plan
November 1, 1983 - March 15, 1984
Perry School Child Development Center

Evaluation Stage	Work Days	Work Period/ Completion Date	Remarks
I. Prepare and gain approval of Evaluation Plan	1	November 1 - November 15	
II. Search literature and gather data to surface observations, conclusions and recommendations comparing CDC with traditional K-6 pattern.	2	November 15 - December 15	-Literature search only, no personal contacts with other schools or personnel
III. Create Interview Instruments: A. Consult with Advisory Committee prior to preparation of draft instruments B. Prepare draft instruments C. Gain approval of instruments from Advisory Committee prior to Administration	3	November 15 - December 15	-District will produce multiple copies of instruments from approved model provided by Evaluator

Evaluation Stage	Work Days	Work Period/ Completion Date	Remarks
IV. Administer Instruments			
Teachers (in-person interview) All first grade teachers All kindergarten teachers	3	December 15 - December 20	-School district will facilitate interviews by making appropriate arrangements and providing space. (A substitute will accompany the evaluator as the process moves from classroom to classroom and school to school.)
Parents 100 Parents of kindergarten children (20% sample) 100 parents of first grade children 85 telephone interviews 15 in-person interviews	3	December 15 - January 15	-School district will inform parents of the possibility that an interviewer will phone or visit. -The sample of parents to be interviewed will be determined through a stratified, randomized procedure. The categories to be used for stratification include: 1. race/ethnic group 2. sex of child 3. attendance zone 4. school district has telephone number recorded/school district does not have telephone number recorded

Evaluation Stage	Work Days	Work Period/ Completion Date	Remarks
V. Analyze Data/Write Evaluation Report -Draft to stakeholder groups -Discussions on possible changes -Preparation of final report	6	January 15 - February 15	
VI. Report Evaluation Findings	1	February 15 - March 15	
	Total Work Days 19		

11/15/83

29

30

Appendix B

Ypsilanti Public Schools
Teacher Interview

Kindergarten Teacher _____

Teacher Number _____

First Grade Teacher _____

Date of Interview: _____ _____ _____
month day year

Time of Interview: _____

Interviewer Remarks

Hello, my name is _____.
I am a _____ from Eastern Michigan University and am not an employee of the Ypsilanti Schools. I am here to interview you to gain your reactions to the Kindergarten Child Development Center at Perry School. Your answers will be combined with those of all kindergarten/first grade teachers before any report is prepared and you will never be identified by name in the report.

Teacher Interview Form

1. Do you believe that the placement of all kindergarten classes in one building has advantages for the children? YES____ NO____

2. If so, what are they?

_____

_____

_____

_____

_____

3. Do you believe that it has disadvantages? YES____ NO____

4. If so, what are they?

_____

_____

_____

_____

_____

5. The goals of the Child Development Center at Perry School are:

- To develop a positive self concept which promotes self direction and fosters the ability to reason, make decisions, and evaluate results.
- To provide instruction in the basic skills in such subjects as math, reading readiness, language arts, science, social studies, art, health, music, physical education, and psychomotor development.
- To promote the attitude that home and school are partners in the child's educational experience.

How well does the CDC achieve these goals? Does it:

Exceed your expectations?

Meet your expectations?

Fail to meet your expectations?

6. How well does the CDC meet the social development needs of the children? Does it:

   Exceed your expectations?

   Meet your expectations?

   Fail to meet your expectations?

---

7. How well does the CDC meet the academic development needs of the children? Does it:

   Exceed your expectations?

   Meet your expectations?

   Fail to meet your expectations?

---

8. How well does the CDC meet the emotional development needs of the children? Does it:

   Exceed your expectations?

   Meet your expectations?

   Fail to meet your expectations?

---

9. How well does the CDC meet the physical development needs of the children? Consider both fine and gross motor skills. Does it:

   Exceed your expectations?

   Meet your expectations?

   Fail to meet your expectations?

---

10. How successfully does the CDC instructional program articulate with the first grade program?

    Very successfully

    Successfully

    Not very successfully

    Not successfully

continued...

11. Please explain!

12. Is there anything else you wish to have me include in the report about the Child Development Center? (concerns, suggestions)

12/6/83

Ypsilanti Public Schools
Parent/Guardian Interview

Parent/Guardian of kindergarten child _____ Interviewer's Initials _____

Parent/Guardian of first grade child _____ Parent Number _____

Date of Interview: _____ _____ _____
month day year

Time of Interview: _____

Interviewer Remarks

Hello, my name is _____.
I am a _____ from Eastern Michigan University and am not an employee of the Ypsilanti Public Schools. I am helping to evaluate the Child Development Kindergarten Center at Perry School. Was/Is your child,_____, enrolled at the Center? I would like fifteen minutes of your time to ask you some questions about the Center. Is this a convenient time? (If not, arrange for another time.) Your answers will be combined with those of 99 other parents before any report is prepared and you will never be identified by name in the report.

Parent Interview Form

1. Do you believe that the placement of all kindergarten classes in one building has advantages for the children? YES_____ NO_____

2. If so, what are they?

_____

_____

_____

_____

_____

3. Do you believe that it has disadvantages? YES____ NO____

4. If so, what are they?

_____

_____

_____

_____

_____

5. The goals of the Child Development Center at Perry School are:

- To develop a positive self concept which promotes self direction and fosters the ability to reason, make decisions, and evaluate results.
- To provide instruction in the basic skills in such subjects as math, reading readiness, language arts, science, social studies, art, health, music, physical education, and psychomotor development.
- To promote the attitude that home and school are partners in the child's educational experience.

How well (does/did) the CDC achieve these goals?

(Does/Did) it:

Exceed your expectations?

Meet your expectations?

Fail to meet your expectations?

6. How well (does/did) the Child Development Center meet your expectations for _____'s social development? I am referring to _____'s growth in getting along with other children, teachers, and other adults and to work and play independently. (Does/Did) it:

Exceed your expectations?

Meet your expectations?

Fail to meet your expectations?

---

7. How well (does/did) the Child Development Center meet your expectations for _____'s learning in such school subjects as reading and math? (Does/Did) it:

Exceed your expectations?

Meet your expectations?

Fail to meet your expectations?

---

8. How well (does/did) the Child Development Center meet your expectations for assisting _____'s emotional development? I am referring to _____'s ability to talk about feelings, to settle conflicts with friends in an acceptable way and to understand the similarities and differences in people. (Does/Did) it:

Exceed your expectations?

Meet your expectations?

Fail to meet your expectations?

---

9. How well (does/did) the Child Development Center meet your expectations for helping _____ to develop fine motor skills? I am referring to _____'s ability to use crayons, scissors and pencils for coloring, cutting and printing. (Does/Did) the Child Development Center:

Exceed your expectations?

Meet your expectations?

Fail to meet your expectations?

10. How well (does/did) the Child Development Center meet your expectations for helping _____to develop gross motor skills? I am referring to _____'s ability to jump, hop and maintain balance and move in a coordinated manner. (Does/Did) the Child Development Center:

Exceed your expectations?

Meet your expectations?

Fail to meet your expectations?

---

11. Is there anything else you wish to have me include in the report about the Child Development Center? (concerns, suggestions)

_____

_____

_____

_____

_____

_____

12/6/83